I. **OVERVIEW**

The following information will appear in the 2010 - 2011 catalog

PEC 165  **Beginning Judo**  1 Unit

*Formerly listed as: PEC - 165: Judo*

*Instruction and practice in the basic skills of the sport of Judo including terminology, etiquette, throwing and grappling techniques, with integration of various Katas and Randori.*

Four Maximum completions.
Field trips might be required.  (A-F or P/NP - Student choice) /Lab

**Transfer:** (CSU, UC)  **General Education:** (MJC-GE: Activities)

II. **LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:*

A. **COURSE CONTENT**

1. **Required Content:**

2. **Required Lab Content:**

   a. Introduction to Department Policies
   
   b. History of Kodokan Judo
      
      i. 1882-Present

   c. Techniques
      
      i. Tai-sabake (use of the feet in movement)
      
      ii. Use of strength (composure)
      
      iii. Kuzshi (disturbing balance)
      
      iv. Uki-mi (brake fall)

   d. Nage-Waza (throwing)
      
      i. Tachi-Waza (standing)
      
      ii. Ogoshi (major hip throw)
      
      iii. Koshi Guruma (hip wheel)
      
      iv. Uki Goshi (floating hip)
      
      v. Osotogari (major outer reaping)
      
      vi. Morote Seoinage (two arm shoulder throw)
vii. Yoko Otoshi (side drop)

viii. Deashi Harai (advancing foot sweep)

e. Osae-Waza (holding) and Fusegi (escapes)
   i. Kasa-Gatame (scarf hold) and Fusegi (bridge and roll)
   ii. Kata-Gatame and Fusegi (legs over head)
   iii. Tateshio-Gatame and Fusegi (leg out-entanglement)
   iv. Yoko-Shiho-Gatame and Gusegi (side bridge and roll)
   v. Kasure-Kami-Shiho-Gatame and Gusegi (single roll)

f. Shime-Waza (choking) and Fusegi (escapes)
   i. Hadaka-jime (naked choke)
   ii. Okuri-eri-jime (sliding collar choke)
   iii. Kata-ha-jime (sliding collar choke)
   iv. Nami-juji-jime (normal cross choke)
   v. Gyaku-juji-jime (reverse cross choke)

B. HOURS AND UNITS

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussion/demonstration of skills
3. Group work
4. Individual instruction

D. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   Lab only - no outside of class hours required.

2. **EVIDENCE OF CRITICAL THINKING**
   
   Assignments require the appropriate level of critical thinking
a. Analyze and demonstrate the three psychological and social aspects of each physical skill presented.

b. Identify two intellectual principals of effective movement which underlie each technique discussed and demonstrate competence in each of the specified areas.

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

identify the intellectual principles of effective movement which underlie each technique discussed and be able to demonstrate competency in each of these areas.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**

   **Upon satisfactory completion of this course, the student will be able to:**

2. **Lab Learning Goals**

   **Upon satisfactory completion of the lab portion of this course, the student will be able to:**

   a. understand the basic skills of the sport of Judo, its terminology, and etiquette along with throwing and grappling techniques, with integration of various Katas (forms) and Randori (free exercise).

   b. identify and demonstrate the various psychological and social aspects of each physical skill presented (e.g., when to apply a specific technique, what "effective cooperation" is when learning motion skills.)

   c. identify the intellectual principles of effective movement which underlie each technique discussed.

   d. demonstrate competency in the areas of throwing, choking, and pinning

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Instructor evaluation/assessment of skills when demonstrated by student

2. Pre-test/post-test results for comparison of performance

3. Ongoing assessment of skill competency

4. Participation frequency

B. SUMMATIVE ASSESSMENT

1. Final evaluation